

# Curriculum Connections

*A newsletter of the Education Council  
and the Office of Medical Education  
February 2001*

## Educational Committees

Systematic Course Reviews are intensive reviews that are conducted every three years for all required courses/clerkships. This year the Year 1-2 Curriculum Oversight Committee, chaired by Dr. Dennis Valenzano, will be reviewing Pharmacology, Human Anatomy and Embryology, and the first year Introduction to Clinical Medicine courses. Microbiology will undergo a follow-up review. The Year 3-4 Curriculum Oversight Committee, chaired by Dr. Michael Burke, will be reviewing the Neuropsychiatry, Family Medicine, and Ambulatory Medicine/Geriatrics clerkships.

The Academic Evaluation Committee began meeting in the fall to review how medical students are assessed and to explore the issue of grade validity. The committee is comprised of members from both the Education Council and the Academic Committee and is co-chaired by Drs. Dianne Durham and Steve Stites.

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## Clinical Skills Assessment

The clinical skills of all fourth year students are being assessed on both campuses during January, February and March. Students interact with standardized patients in a clinic setting, and their skills evaluated in a variety of areas including communication, physical exam and diagnosis.

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## First Year News

Summary of Student Responses from the Fall 2000 Curriculum Evaluation  
(Class of 2003)

- The response rate was 99% and the majority of students (> 64%) reported attending at least 60% of the lectures for all courses.
- Approximately half or more of the students (49% or more) indicated that the courses within the Cellular and Molecular Biology, Cardiovascular, Respiratory, and Musculoskeletal blocks were generally well integrated.
- Most students (> 69%) agreed that the overall quality of Human Anatomy and Embryology (ATMY), Medical Biochemistry (BIOC), Clinical Skills (CISk), and Medical Physiology (PHYS)

was good. A little less than half of the respondents indicated that the overall quality of Health Promotion Disease Prevention (HPDP: 43%) was good and one-fourth (25%) of the students indicated good overall quality for Cell & Tissue Biology (CTB).

- Most of the respondents (65% or more) agreed that the clinical relevance of the lecture material was made clear in ATMY, BIOC, CISk, HPDP, and PHYS. About a third of the students (38%) agreed that the clinical relevance of the lecture material was made clear in CTB.
- Most students (> 56%) agreed that lecture time was used effectively in ATMY, BIOC, CISk, and PHYS. Less than half of the respondents reported effective use of lecture time in CTB (27%) and HPDP (45%).
- Most of the respondents (> 81%) agreed that the clinical relevance of the lab sessions was made clear in ATMY and PHYS. About a third of the students (32%) agreed that the clinical relevance of the lab sessions was made clear in CTB.
- About half or more of the respondents (49% or more) agreed that lab time was used effectively in ATMY, CTB, and PHYS.
- The majority of students (> 78%) agreed that the relevance of the small group sessions to clinical medicine was made clear in BIOC, PHYS, and CISk.
- Most students (> 72%) indicated that small group time was used effectively in BIOC, PHYS, and CISk.
- The majority of students (60% or more) reported that the amount of scheduled contact time was about right for BIOC, ATMY, CTB, CISk, and PHYS. It should be noted that about a third of the students thought that too little time was spent in ATMY and about one-fourth of the respondents reported too much time was spent in CTB. For HPDP, 47% of the respondents agreed that the amount of time was about right and 52% thought that there was too much scheduled contact time.
- The length of the Cellular and Molecular Biology system block was considered about right by 63% of the students and too long by 34%. The length of the Cardiovascular system block was reported as about right by 54% and too short by 30% of the respondents. The length of the Respiratory system block was considered about

right by 57% of the students and too short by 42%. The length of the Musculoskeletal system block was reported as about right by 47% and too short by 49% of the respondents.

- The majority of students (84%) indicated that the number of examinations was about right. About half of the respondents (43%) agreed that the clustering of the examinations was helpful, while (35%) disagreed.

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## Second Year News

Summary of Student Responses from the Fall 2000 Curriculum Evaluation  
(Class of 2002)

- The response rate was 48% (84/176).
- The majority of respondents (84%) agreed that the information presented across the courses within the semester was well integrated.
- Most respondents (> 66%) agreed that the overall quality of the course was good in General Pathology (PAON) and Microbiology (MBIO). About half of the respondents (48%) agreed that the overall quality of the course was good in Clinical Epidemiology and Prevention (CEP). Less than one-fourth (17%) agreed that the overall quality was good in Physical Diagnosis (PhyDx).
- In PAON, PhyDx, and MBIO the majority of respondents (> 69%) agreed that the relevance of the lecture material to clinical medicine was made clear. About half (49%) of the students agreed that the relevance of the lecture material to clinical medicine was made clear in CEP.
- The majority of respondents ( $\geq$  65%) agreed that lecture time was used effectively in PAON and MBIO. Less than half (40%) agreed that lecture time was used effectively in CEP and about one-fourth (27%) agreed that lecture time was used effectively in PhyDx.
- More than 64% of respondents agreed that the relevance of the small group sessions to clinical medicine was made clear in PAON, MBIO, and PhyDx.
- Most respondents (> 68%) agreed that small group time was used effectively in PAON and MBIO. About half (49%) of the students noted effective use of small group time in PhyDx.
- The majority of respondents (> 57%) reported that the amount of scheduled contact time was about right for PAON, MBIO, PhyDx, and CEP. About one-fourth to one-third of the respondents noted too much contact time for PhyDx and CEP.

- The majority of respondents (85%) agreed that the number of examinations during the semester was about right.

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## Third Year News

Summary of Student Responses from the Fall 2000 Curriculum Evaluation  
(Class of 2001)

- The overall response rate was 98%; the response rate for Kansas City and Wichita was 97% and 100%, respectively.
- The majority of students (> 50%) on both campuses reported that the Pediatrics (PEDS), Obstetrics/Gynecology (OB/GYN), Family Medicine (FM), Internal Medicine (IM), General Surgery (SURG), Neuropsychiatry (NPSY), Ambulatory Medicine (AM) part and the Geriatrics (GER) part of the Ambulatory Medicine/Geriatrics clerkships provided a good learning experience.
- Most students (> 51%) on both campuses reported that the objectives of the PEDS, FM, GER, IM, SURG, and NPSY were clearly specified. For the Ob/Gyn clerkship, about half of the students (44% in KC & 54% for W) indicated that the objectives were clearly specified. In KC, 45% of the students agreed that the AM clerkship objectives were clearly specified and in Wichita 80% of the students agreed that the AM clerkship objectives were clearly specified.
- At least 63% of the students on both campuses indicated that patient contact was sufficient for training purposes for the PEDS, FM, GER, IM, SURG, and NPSY clerkships. For AM, 49% of the KC students and 68% of the Wichita respondents reported sufficient patient contact. For Ob/Gyn, 41% of the KC students and 75% of the Wichita students noted sufficient patient contact.
- The majority of respondents (> 54%) on both campuses agreed that the didactic components enhanced the learning experience in the PEDS, Ob/Gyn, FM, GER, and IM clerkships. For the AM clerkship, 43% of the KC and 72% of the Wichita students indicated that the didactic components enhanced the learning experience. For SURG, 58% of the KC and 42% of the Wichita students indicated that the didactic components enhanced the learning experience. For NPSY, 47% of the KC and 44% of the Wichita students indicated that the didactic components enhanced the learning experience.
- At least 52% or more of the respondents on both campuses indicated that they were able to

complete the objectives of the PEDs, Ob/Gyn, FM, AM, GER, IM, and NPSY clerkships within the allotted time. For SURG, 42% of the KC and 69% of the Wichita students indicated that they were able to complete the objectives within the allotted time.

- Most students (> 57%) on both campuses reported that the methods used to evaluate their performance on the PEDS, FM, GER, IM, and NPSY were clearly explained. For Ob/Gyn, 30% of the KC and 50% of the Wichita students reported that the methods used to evaluate their performance were clearly explained. For AM, 37% of the KC and 60% of the Wichita students reported that the methods used to evaluate their performance were clearly explained. For SURG, 58% of the KC and 35% of the Wichita students reported that the methods used to evaluate their performance were clearly explained.
- Half (50%) or more of the students on both campuses reported receiving timely feedback about their progress in the GER and IM clerkships. For the PEDS clerkship, 41% of the KC and 58% of the Wichita students indicated that feedback about their progress was timely and appropriate. For the OB/GYN clerkship, 25% of the KC and 50% of the Wichita students noted receiving timely feedback. For FM, 43% of the KC and 80% of the Wichita students noted receiving timely feedback. For AM, 37% of the KC and 56% of the Wichita students reported receiving timely feedback. For the SURG clerkship, 51% of the KC and 12% of the Wichita students reported receiving timely feedback. For NPSY, 37% of the KC and 41% of the Wichita students reported receiving timely feedback.
- The majority of students (> 57%) on both campuses reported that the type and amount of faculty contact was adequate for the PEDS, FM, AM, GER, IM, SURG, and NPSY clerkships. For the OB/GYN clerkship, 43% of the KC and 58% of the Wichita students reported adequate faculty contact.

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## Announcement and Upcoming Events

### Controversies in Medical Education

#### **"The Impaired Student"**

**Mark Meyer, M.D.**

Associate Dean for Student Affairs

February 21, 2001

12:00-1:00 pm

1025 Orr Major

### International Association of Medical Science Educators (IAMSE)

#### Annual Meeting

July 21-24, 2001

Rochester, Minnesota

Joint-Sponsored by

Mayo Medical School

<http://www.iamse.org/>

### Central Group on Educational Affairs (CGEA)

#### Annual Meeting

March 15-18, 2001

Minneapolis, Minnesota

### Association of American Medical Colleges (AAMC)

#### Annual Meeting

November 2-November 7, 2001

Washington, D.C.

Proposal Submission Deadline:

March 15, 2001

<http://www.aamc.org/meetings/annual/2001/rime>

### Fourth Annual Medical Education Retreat

June 7, 2001

Kansas City

Featured speaker: **Dr. Jordan Cohen,**

**President, Association of**

**American Medical Colleges**

You are invited to submit comments, suggestions and/or newsworthy items relating to medical education. Please contact either Dr. Dianne Durham, Chair of the Education Council, or Dr. Giulia Bonaminio, Assistant Dean for Medical Education, with your feedback.